

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 PM 2:53 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Zenith Learning		Harris County (101)	N/A	
Vendor ID #	ESC Region #	DUNS #		
814246173	4	040264177		
Mailing address		City	State	ZIP Code
2900 Wilcrest Drive, Suite 230		Houston	TX	77042
Primary Contact				
First name	M.I.	Last name	Title	
Michelle	L	Pina	Senior Director	
Telephone #	Email address		FAX #	
713-774-6903 x 1011	mpina@zenithlearning.org		713.774.6903	
Secondary Contact				
First name	M.I.	Last name	Title	
John	G	Duman	Chief Executive Officer	
Telephone #	Email address		FAX #	
713-774-6903 x 1005	jduman@zenithlearning.org		713.774.6903	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
John	G	Duman	CEO
Telephone #	Email address		FAX #
713-774-6903 x 1005	jduman@zenithlearning.org		713.774.6903
Signature (blue ink preferred)	Date signed		

April 30, 2018

Only the legally responsible party may sign this application.

701-18-111-139

Schedule #1—General Information

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD): N/A

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
X	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # N/A	Name N/A	Telephone number N/A	Funding amount N/A
	County-District Name N/A		Email address N/A	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview

The out-of-school time funding landscape has changed dramatically over the past decade. The need for free or low-cost out-of-school time (OST) programs has far outpaced the supply and federal, state, and local discretionary funds have either shrunk in size or disappeared altogether. And while there is an estimated \$33.8 million being invested Harris County, Texas, it is still not enough to serve those Students most in need. (*A Systematic Approach to Afterschool: Mapping the Out-of-School Time Landscape in Harris County*, Houston Endowment, 2016). Those in need are at highest risk for failing to graduate high school at five times the rate of middle-income Students (National Center for Education Statistics, 2013). The detrimental impact of having hundreds of youth unable to secure good paying jobs can have long-term negative impacts on a thriving county that is leading the trends in diversity in the U.S.

Community Needs

Houston, Texas, is the fourth largest city inside the third largest county in the nation, with nearly 4.1 million residents. A report published by the Houston Endowment in 2016 revealed that Harris County had 990,567 school-age children with 32% living in poverty and 64% eligible for public assistance. Out of the 915 schools within the County, 82% receive Title 1 funding from the federal government to support at-risk and economically disadvantaged Students. Of those 749 Title 1 Schools and Communities, only 161 out-of-school programs exist to provide academic support and enrichment opportunities. The need for grant funding in Harris County is so paramount. Even with 21CCLC/Texas ACE funding being the 2nd largest funding source, it doesn't even make a dent in meeting the needs of hundreds of Students and Families.

Zenith Learning

Zenith Learning has 8 years' experience providing comprehensive afterschool and enrichment programs for K- 12th grade Students across Texas. Currently, Zenith Learning serves 52 campuses in 13 cities by providing engaging enrichment opportunities to 2,100 school age Students. A robust leadership and management staff provide an exceptional program for families. The opportunity for Zenith Learning to expand its services in much needed areas of Houston, where its main office is located, provides the ability to evolve as an out-of-school time provider and continuously incorporate best practices and strategies to support working families in new ways.

Proposal

Zenith Learning has collaborated with the National College Readiness Institute to expand out-of-school time services to 6 eligible campuses serving Students and their Families. The Charter districts include A+ Unlimited Potential, KIPP, Raul Yzaguirre Schools for Success, Southwest Schools; and one private school, Our Lady of Fatima. The proposed project plans to serve 550 students ranging from Kindergarten to 10th Grade. The Programs will address the identified Campus needs that align with the overarching outcomes of the Texas ACE grant which include: Academic Intervention for Literacy and Math, Academic Enrichment to provide STEAM activities, Civic Engagement and SEL for 21st Century skills development, and Workforce Readiness. Family engagement efforts will assist in increasing the levels of participation of Parents by supplementing the limited efforts currently at the Campuses. The overall Program will provide a safe and inclusive space for Students and their Families to learn, grow, and thrive.

The proposed Texas ACE project will be implemented by grant funded Staff and supported by Zenith Learning's Leadership Team in all tasks related to the grant: School-Community Engagement, Intentional Activity Design, Family Engagement, Operation and Talent Management, Data Collection and Reporting, Fiscal Planning, and Internal Monitoring, Sustainability Planning, Evaluation, Quality Assurance, and Logic Models.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 814246173			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$255,000	\$535,000	\$790,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$243,480	\$21,000	\$264,480
Schedule #9	Supplies and Materials (6300)	6300	\$68,500	\$73,100	\$141,600
Schedule #10	Other Operating Costs (6400)	6400	\$84,900	\$36,000	\$120,900
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$681,160	\$645,100	\$1,316,980
Percentage% indirect costs (see note):			\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$651,880	\$665,100	\$1,316,980
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,316,980
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$65,849
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 814246173			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Group Leader	25	0	\$239,000
2				\$
3				\$
Program Management and Administration				
4	Project Director (required)	1	0	\$60,000
5	Site Director (required)	6	0	\$330,000
6	Family Engagement Specialist (required)	1	0	\$53,000
7	Grant Data Specialist	1	0	\$15,000
8	Center Clerk	6	0	\$60,000
9				\$
10				\$
Auxiliary				
11	N/A			\$
12				\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	N/A			\$
14				\$
15				\$
16				\$
17				\$
18				\$
Other Employee Positions				
19	N/A			\$
20				\$
21				\$
22	Subtotal employee costs:			\$757,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$33,000
27	Subtotal substitute, extra-duty, benefits costs			\$33,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$790,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 814246173		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0.00
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluator – Grantee and Center Level	\$21,000
2	Family Engagement Services for Parents	\$78,000
3	Mentoring and SEL Services for Students	\$33,500
4	Enrichment Services for Students	\$40,750
5	Workforce Readiness for Students	\$29,950
6	Academic Intervention	\$32,000
7	Academic Enrichment	\$29,280
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$264,480
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$264,480

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 814246173		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$141,600
Grand total:		\$141,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 814246173		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$20,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$71,400
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$29,500
Grand total:		\$120,900

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 814246173			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2		N/A	N/A	\$0
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12		N/A	N/A	\$0
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19		N/A	N/A	\$0
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0.00
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	3 or more years' experience in management and supervision of small teams, required. Experience in fiscal management, program development and evaluation, preferred. Bachelor's degree required, Master's degree preferred – in education or relevant field. Experience in out-of-school time programming is preferred.
2.	Site Director (s)	3 or more years' experience in managing out-of-school time programs, required. Bachelor's degree required, Master's degree preferred – in education or relevant field. Strong organizational and communication skills.
3.	Family Engagement Specialist	3 or more years' experience working with at-risk populations in an educational, social service or support services, preferred. Bachelor's degree preferred in education or relevant field. Strong communication skills and familiarity with community and support agencies.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	80% of targeted students will improve in areas needing academic support	1. Prioritize student level academic needs	08/01/2018	08/10/2018
		2. Recruit targeted students based on priority needs	08/13/2018	ongoing
		3. Design services to address priority needs	08/13/2018	08/31/2018
		4. Assess student progress regularly	09/10/2018	ongoing
		5. Adjust services and activities as needed	10/15/2018	ongoing
2.	90% of targeted students will participate in academic enrichment activities	1. Survey for student voice	08/13/2018	09/14/2018
		2. Coordinate vendors to provide activities	08/13/2018	10/15/2018
		3. Assess student progress and interests regularly	10/15/2018	ongoing
		4. Adjust services and activities as needed	11/12/2018	ongoing
		5. Survey student satisfaction	12/10/2018	05/17/2019
3.	90% of targeted students will increase their workforce and college preparedness	1. Assess student interest and understanding	08/13/2018	09/14/2018
		2. Begin College/Career and SEL Workshops	09/10/2018	05/10/2019
		3. Assess student progress regularly	10/15/2018	ongoing
		4. Plan for related fieldtrips	10/15/2018	01/31/2019
		5. Assess student increase in preparedness/skills	05/06/2019	05/24/2019
4.	80% of targeted students will increase their current level of civic engagement	1. Assess student interest and understanding	08/13/2018	09/14/2018
		2. Begin SEL and Mentoring Workshops	09/10/2018	05/10/2019
		3. Assess student progress regularly	10/15/2018	ongoing
		4. Begin civic engagement activities	01/07/2019	05/24/2019
		5. Assess student levels of engagement	05/06/2019	05/24/2019
5.	90% of targeted parents will increase their level of involvement with the campus	1. Survey parent skills, interests and needs	08/13/2018	09/14/2018
		2. Design Center-level plan aligned with Grant-level	08/13/2018	09/14/2018
		3. Begin family engagement workshops	10/01/2018	05/31/2019
		4. Begin leadership series	02/01/2019	05/31/2019
		5. Assess parent satisfaction and future interests	05/15/2019	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Zenith Learning used a multi-step process to assess the needs and assets of each Campus included in this grant application for Texas ACE Cycle 10. Initial research consisted of studying the Texas Academic Performance Reports, TEA's School Report Cards and Retention Reports from 2016-2017 school year. Campus level data was used to determine the eligibility based on the grant requirements. All 6 proposed Campuses showed significant enrollment of At-Risk Students (59%), English as a Second Language Learners (45%), and Free and Reduced Lunch eligibility (81%), (percentages are averaged). The selected Campuses, 5 which are open enrollment charter schools and 1 private school, serve diverse minority populations of students across Houston. Each Campus qualifies for school-wide intervention services under Title 1, Section 1114.

Campus representatives and District administrators were invited to participate in an introductory webinar to explain the grant opportunity, outline the partnership parameters with Zenith Learning, and provide an overview of the Texas ACE project. Initial questions were addressed and updates were provided throughout the application process.

The second level of information collected from the Campus Leaders was in the form of a Campus Profile designed to gather specific information related to the Students and Families of the Campus. Questions focused on their campus improvement plans, specific grade level performance, teacher feedback, and unique needs Students have in the areas of Positive Youth Development and 21st Century Skills. Feedback at this level also provided the current programming offered in the afternoons and during summer. Majority of the Campuses either had very little to offer their Students or nothing at all. Those who did have some activities were limited to grade specific tutoring using Volunteers, test preparation, and some fine arts clubs. All 6 Campuses reported not having any type of summer programming.

The Campus Profile also asked to provide information on the frequency and types of Family Engagement activities offered at their Campuses. Responses were limited to "Back to School" Orientation, Parent-Teacher Conferences, and volunteering in the classrooms. Much of what they offered were one-time events scheduled sporadically throughout the school year; sometimes in partnership with local libraries or non-profit organizations. Campuses were asked to provide current Partners of their schools as a means to determine their assets. Some were limited in their responses but were open to seeking out new Partners for supporting the grant funded program and sustaining the effort beyond the grant term.

The last step in assessing the needs of each Campus was an individual meeting with the Campus Leader or other District-level Administrator. These meetings provided additional insight to the culture and vision of the Campus. This time was used to clarify any questions they had regarding the potential programming that would come with the grant. Discussions also focused on operations and daily management of the Program at each physical location. This was to ensure all expectations from all parties were outlined and would be met during the grant application process, start up, implementation and evaluation of the proposed Program.

As a result of the Needs Assessment process, each Campus provided the information to design a comprehensive afterschool and summer program aligned with the Texas ACE Cycle grant goals. Campus-level data revealed a need for additional academic support for Literacy as a priority (followed by Math), STEM enrichment opportunities, building 21st Century Skills in Critical Thinking and Problem Solving, fostering Youth Development by providing opportunities for Character Development and Leadership, supplementing the limited Family Engagement opportunities to increase the level of involvement of Parents, focusing on the "whole child" by integrating Social Emotional Learning strategies, and lastly, incorporating fieldtrips to expose the targeted Students to a variety of influences that include the Arts, Workforce Development and College Awareness.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

While Zenith Learning is not a Local Education Agency by definition, they will be collaborating with the National College Readiness Institute (NCRI) for the proposed project. Zenith Learning and NCRI worked collaboratively in designing the programming to best meet the needs of the proposed Campuses within the application.

Zenith Learning will be the fiscal agent and guardian over the grant funds. In addition to having overall grant management responsibility, Zenith Learning will have responsibility for the recruiting, hiring, ongoing training and evaluation of core Program Staff, including the grant required Site Director Family Engagement Specialist, and Site Directors. Depending on the number of targeted students proposed for each Campus, Zenith Learning will also manage Group Leaders at the Campus level who make up the core Program Staff. This will ensure consistency and high-quality comprehensive programming and provide additional opportunities for positive relationships with the school day Staff, Parents and Community Partners across the proposed Centers.

The partnership with NCRI, a local non-profit, will enable Zenith Learning and the proposed Campuses the ability to enhance programming based on the specific needs of the Students in the areas of Literacy, Math, ESL, Financial Literacy and Workforce Awareness. NCRI will be able to serve more Students within the structured afterschool and summer programs provided by the awarded grant. Their research-based curricula, *Full STEAM Ahead and College Readiness Workshops*, will provide Students with opportunities that are tailored to their specific interests and academic or developmental needs.

A second partnership for this proposed project is with Our Lady of Fatima Catholic School. They serve K – 8th grade students in Galena Park, Texas, a city just on the fringe of Houston city limits and located within Harris County. The partnership will enable Zenith Learning to provide a comprehensive afterschool and summer program to assist in supporting the high number of English Language Learners at the Campus (92%). This opportunity will also provide much needed summer programming to a Community with limited resources and opportunities for youth.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Zenith Learning provides a high-quality program to Students and Parents as measured by the National Afterschool Association's Core Competencies. The essential elements of programming are focused on youth development, positive learning environment and interactions, youth engagement, cultural responsiveness, family and community engagement, safety and wellness, and program planning. Each of these elements are considered with great care when designing a new program for a potential Campus by Zenith Learning's Executive Director and designated Program Directors. As part of the Needs Assessment process for this grant application, each identified Campus was involved in discussions to further understand the unique characteristics of their Students, Families and Community.

Each of Zenith Learning's programs are designed so students are engaged in enriching opportunities and have positive relationships with both Peers and Staff. The culture of Zenith Learning programs is built on a strong sense of trust, which is necessary for Students to feel safe and able express their opinions, thoughts, and beliefs. The positive impact on Students has the potential to increase school day attendance and improve discipline referrals. Although these two areas are not of concern for the proposed Campuses because of the average rates of 96.8% and 0%, respectively.

With a strong foundation in program design and building a collaborative relationship with the Campus, Zenith Learning, and their partner, National College Readiness Institute (NCRI), will be able to positively impact the targeted Students and Families in the following ways:

- *80% of targeted Students will improve in academic areas Literacy and Math with daily, dedicated time for homework assistance and tutoring opportunities for those identified in need as measured by student report cards, teacher feedback, and standardized test performance. Program Staff will work closely with School Day Teachers and Campus Leadership to assess Student progress and modify interventions as needed. Diagnostic Online Reading Assessments will be used to measure increase in performance in both Literacy and Math.*
- *90% of targeted Students will participate in academic enrichment activities to give them the opportunity to apply newly learned skills from the school day by engaging in project-based and inquiry-based activities as measured by Program attendance records and surveys. Some enrichment activities will focus on physical health and wellness, fine arts, and music as determined by Student Voice.*
- *90% of targeted Students will increase their workforce and college preparedness as measured by attendance records, self-reporting, and informal assessments. Strategies include engaging Students in career exploration activities, 21st Century skill building, SEL curriculum, and college preparation opportunities*
- *80% of targeted Students will increase their current level of civic engagement and improve their social-emotional well-being as measured by informal surveys and anecdotal data.*
- *90% of targeted Parents will increase their level of involvement with the Campus with a series of workshops designed to address their specific needs and to develop their leadership skills within the community as measured by attendance records, feedback surveys and certificates of completion.*

The Program Staff and External Evaluator will work with Campus Staff to ensure processes are in place at the start of the grant to regularly collect qualitative and quantitative data to report on the performance measures and assess program performance. Surveys will be created to best capture feedback from Students, Parents, Staff, and other Stakeholders on a regular basis.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

According to The Texas Partnership for Out-of-School Time, 80% of a child's waking hours are spent outside of the formal education setting (TXPOST, *Expanded Learning in the Lone Star State*, 2018). This third space of a child's time can provide a wealth of experiences to support and ignite curiosity and build upon basic skills. It is within this space of afterschool and summer programming, the proposed Texas ACE project can support a minimum of 550 Students across the greater Houston area with intentionally designed activities tailored to their specific interests and needs.

Academic Performance and Achievement

Afterschool programs motivate Students who struggle academically to strive for success. When given the opportunity to be amongst like-minded Peers, exploring their interests and have a sense of belonging, there is an eventual drive to keep working towards short term and long term academic goals (Attendance Works, Making the Care: How Good Afterschool Programs Improve School Day Attendance). Positive effects on performance and achievement also are seen from Summer Programs. Without opportunities to remain actively engaged, Students can experience summer learning loss or "slide" (Afterschool Alliance, *America After 3 pm*, 2014). This is frequently the case for economically disadvantaged Students who do not have access or are unable to afford participating in summer programs. All 6 of the proposed Campuses in this proposal currently do not offer a summer learning opportunity.

Positive Youth Development

An individual's non-academic skills are just as important for employability as academic knowledge. Out-of-school time programs have traditionally focused on the positive development of relationships and self. Social-emotional learning encompasses the development and application of self-confidence, communication, problem solving, teamwork and critical thinking (*Workforce Skills*, The Riley Institute, Furman University). All of which have been identified as targeted needs for the Students in this proposed project.

College and Career Preparation

According to a Business Roundtable/Change the Equation survey, 98 percent of CEOs report that finding candidates with the competencies and training to fill open positions is a problem, affecting all skill levels needed – from entry level to the highly technical. Providing Students opportunities to engage with Mentors from the major Texas industries can have a significant impact on their success in graduating high school, enrolling in, and completing post-secondary education and securing employment. With the inclusion of a STEAM curriculum in the proposed project, Students will be exposed to skills necessary for nearly 80% of the future careers (Afterschool Alliance, *America After 3 pm*, 2014).

Family Engagement

"... programs that operate in isolation – while they may succeed in providing positive activities in a healthy environment – may not attain their goals for youth unless they also reach out to parents." (NIOS 2006, p25) Researchers studied the influence of parental attitudes toward school and the academic success of their children. The findings showed family's attitudes toward education and the emphasis they place on education are better indicators of academic success than family structure, demographics, and income (American Youth Policy Forum, *No More Islands*, 2003). Efforts to engage families in their own learning and skill building will provide opportunities for Students and Parents to learn alongside each other, foster two-way communication regarding academic and social emotional learning, and provide leadership and role modeling opportunities for Parents.

Staff Development

Afterschool programs have proved to improve student success when there are highly qualified staff in place (Wallace Foundation, 2010). Zenith Learning provides a multi-day Orientation for Program Staff at the start of each year, ongoing training on relevant topics and strategies to best serve their Students and Parents. Additional time is provided for regular staff meetings to address daily operations and ensure the goals of the grant are being met to the highest standard.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Academic Intervention

As mentioned, the Needs Assessment process for the proposed Campuses revealed Students needed additional support for Literacy – including Reading Comprehension and Writing for all grade levels – K through 10th grade. Program Staff will begin each day of the Program assisting Students with Homework completion. Two to three days each week there will be daily activities designed to provide a rich literacy-based experience. Highly trained Staff will complement these efforts with individualized tutoring based on feedback from school day Teachers and regular assessments. Summer will also provide Students time for leisure reading, practicing written communication for different purposes, and exposure to a variety of literature.

Academic Enrichment

National College Readiness Institute will utilize Buck Institute of Education and Engineering and Boston's Museum of Science Curriculum and Resources for Teachers to provide project and inquiry-based activities twice a week during the school year and for longer durations in the summer. Each workshop gives Students to solve challenges by presenting one of the main concepts of Science, Technology, Engineering, and Math, while incorporating Art and Literacy. Students are visually engaged with hands-on experiences that inspire them to *ASK questions, IMAGINE the outcome, PLAN action steps, CREATE projects*, and after completion, to think about how to *IMPROVE for better results*. Each challenge also requires critical thinking, interpreting instructions, calculating formulas, and scientific explanation to enhance literacy and numeracy skills.

Civic Engagement* & Social Emotional Learning

Elementary, middle, and high school students will be participating guided lessons focused on developing their social-emotional development. Weekly sessions will address strategies that cover the importance of failure, steps to success, identifying gifts and using them to add value to others. The strategies, when used daily will lead to positive and successful outcomes. Youth will learn key points to help maximize their knowledge, attitudes and abilities in self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The leadership values will help students develop skills for success in servicing others through student-directed civic engagement efforts that directly benefit their Community.

College and Career Awareness

Each proposed Center will have a workshop series for specific grades, to be determined by interest levels. Students will begin with a career assessment to pinpoint each of their skills and interests. This information will allow for the Facilitator to match Students with similar interest and skill levels. Instruction, open discussion, field experiences and speakers from various industries, and advising will be provided to Students throughout the series followed by a post-program survey to determine level or knowledge acquired and determine the need for additional support services. High school Students will also have PSAT and ACT preparation courses available to them.

Enrichment*

Centers will have daily opportunities for enrichment delivered by the core Program Staff. Curriculum designed by Zenith Learning fosters student choice, 21st century skills and positive youth development. Complimentary enrichment will be provided 2-3 days each week during the school year and summer as determined by Student Voice. Initial interests have included dance, band, computer literacy, tennis, soccer, cheerleading, and fine arts. Service providers will be contracted each semester to bring a variety of popular and new classes to the Centers.

**Some enrichment and civic engagement experiences will be scheduled for Saturdays during the school year at (C2) KIPP Legacy Preparatory School and (C3) KIPP Northeast College Preparatory due to extended school day times.*

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

During the needs Assessment process, Campuses were asked what methods were currently used to communicate regularly with their parents. Majority of responses included flyers and letters home, automated messages sent via text or email, social media, and posting of information at the Campus. These methods of communication to Parents and Community will assist in the dissemination about the Community Learning Centers and the recruitment of Students and Families to participate starting in Fall 2018.

Zenith Learning will take the lead in preparing a Marketing Plan for each Campus and Charter District to follow. Once dedicated Program Staff are hired and in place, the implementation of the Marketing Plan will fall primarily on the responsibility of the Project Director and Site Directors of each Center. An outline of the Marketing Plan is as follows:

Task	Responsibility	Resources/Costs	Start Date	End Date
Final Draft of Plan Shared	Zenith Senior Director		Jun 2018	Jul 2018
Dedicated Web Page Published	Zenith Senior Director	Zenith Webmaster	Jun 2018	Jun 2018
Press Release/Social Media Announcements	Zenith Senior Director	None	Jun 2018	Sep 2018
Texas ACE Flyers	Zenith Senior Director	Zenith Graphic Artist	Jun 2018	Jul 2018
Campus Web Page Published	Campus Staff	Campus/District Webmaster	Jul 2018	Jul 2018
Campus Meetings	Zenith and Campus Leaders	Student level data for targeted recruitment	Jul 2018	Aug 2018
Targeted Outreach 1	Campus/Program Staff	Paper, envelopes, stamps and phone calls	Aug 2018	Aug 2018
Information Sessions	Campus/Program Staff	Handouts, registration packets, interest surveys	Aug 2018	Oct 2018
Campus Open House	Program Staff		Aug 2018	Aug 2018
Program Orientations	Program Staff	Handouts and light snacks	Sep 2018	Nov 2018
Targeted Outreach 2	Campus/Program Staff	Paper, envelopes, stamps and phone calls	Sep 2018	Sep 2018
Program Open House	Program Staff	Handouts and light snacks	Sep 2018	Sep 2018
Program Newsletter	Program Staff	Zenith Staff	Oct 2018	Dec 2018
Campus Meetings	Zenith and Campus Leaders	Evaluate recruitment efforts and enrollment	Oct 2018	Oct 2018
Targeted Outreach 3	Campus/Program Staff	Paper, envelopes, stamps and phone calls	Nov 2018	Dec 2018

During the initial Campus Meetings, to be scheduled once award notification has been received, Campus and Program Leaders will determine achievable benchmarks to work towards to meet the targeted number of Students to be served by January 2019. Each month, Site Directors and the Program Director will review enrollment and attendance and make adjustments to the Marketing Plan as they see fit and determine alternative recruitment methods for their specific Campus.

Information Sessions will be held not just for Parents/Guardians of Students, but for Campus Faculty and District Staff as well. They are essential in spreading the word of the new Learning Center that will benefit the entire Community.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Transportation is one of the barriers for families accessing out-of-school time programs for a few reasons: costs, distance from school to afterschool, and lack of public transportation. A related barrier is safety – many parents do not feel their children can travel safely to and from their afterschool programs, particularly in low-income neighborhoods where resources are scarce and crime is high (The Massachusetts Special Commission on After School and Out of School Time, *Access to Afterschool Programs: Overcoming the Barriers to Getting Youth "in the Door"*, 2007).

For the proposed Campuses in this grant application, the needs of each campus vary as much as the diversity of their Students. As such, each Center has budgeted and planned accordingly to best meet the needs of their working families and ensure Students have adequate support in participating in the afterschool and summer programs. Since most of the proposed Centers are open enrollment charter schools, Parents must provide transportation or minimal bus routes are available for Students to arrive and depart the Campus only to attend for the school day. Campus Leaders reported that many Students are waiting for long periods of time outside of the school while waiting on rides home. The presence of an afterschool program will not only give these Students a safe place to wait, but it will also support them in staying engaged with their school community.

(C3) KIPP Northeast College Preparatory will provide a second bus route with the assistance of grant funds. All other Campuses felt the Parents would be able to provide transportation home from the Program during the school year and summer.

Zenith Learning's core Program Staff will ensure each Student is accounted for at the start of each afternoon. Transferring of Students from school day Staff to the Program will be a streamlined process outlined at early planning meetings prior to school starting for the year. This includes daily absentee reports to be shared with the Program Clerk, so they can quickly contact Parents if Students are not accounted for during the first half hour of the Program. Modifications will be made, as needed after periodic collaborative meetings are held at the Centers. Processes will also be defined in preparation for each Summer Program.

Students will be signed out by Parents or designees upon their arrival at the end of the day. Zenith Learning uses software that enables Staff and Parents to sign in with a unique PIN. Attendance is recorded in real time and a variety of reports are available for Program Staff to analyze attendance and participation rates.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, three of the proposed Centers utilize Volunteers during the school day. They each expressed the desire to provide additional opportunities for their current Volunteers to engage with the School Community and to be able to recruit new Volunteers who may be limited in their time to assist during the school day. Each Campus has an established process for screening and orienting their Volunteers. The same process will be followed for Volunteers specific to the proposed programs.

(C1) A+UP University, (C2) KIPP Legacy and (C3) KIPP Northeast College Preparatory all have school day Teachers who volunteer their time for tutoring and clubs. In assessing current out-of-school time opportunities, each Campus Leader expressed the need to give their classroom Teachers time to spend on instructional planning and engage in data-driven meetings rather than provide enrichment or academic support to their Students immediately after the dismissal bell. The implementation of an afterschool program would enable the Classroom Teachers time to tend to their responsibilities and take a break while dedicated Program Staff provide an afterschool environment to begin Homework and receive Tutoring. If Teachers still have the desire to share their passions and talents, they can continue to volunteer later in the afternoon or during the summer to provide enrichment activities.

(C5) Raul Yzaguirre ELITE Academy shares their physical location with their charter district's middle and high school. Older Students often support the younger Students with reading and math drills. They also have an Alumni Program that encourages college students to give back to the school community. Both cadre of Volunteers are available to support the proposed afterschool and summer programs.

NCRI, one of the partnering organizations for this proposed project, utilizes Volunteers for their College and Career Workshop Series. Volunteers from different industries facilitate topics and mentor groups of Students. NCRI requires their Volunteers to complete a fingerprinting and a background check prior to being considered for a Campus. Volunteers are also provided an Orientation in preparation for reporting to a Campus in best practices for working with their assigned age group.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Zenith Learning's primary goal is to provide access to high-quality afterschool, enrichment, and summer programs for all Students. This proposed project will enable them to serve Students and Parents in high need areas of Houston. Currently, Zenith Learning works with Campuses and Community Partners to help offset the costs of afterschool programming through scholarships and financial assistance. But the need is so great in the Houston area, that additional support through grants is much needed to create new Programs. Zenith Learning's Leadership Team, comprised of the CEO, Executive Director, Senior Director, 2 Directors of Business Development, and 2 Board of Directors, who meet bi-weekly to strategize how to best leverage Businesses, Community-based Organizations, Institutes of Higher Education, District Leaders, and Government Agencies in an effort to support out-of-school time programs.

The idea behind the Texas ACE programs is to create a hub for not only Students, but for the surrounding Community as a whole. Parents are the first level of Community that is impacted by the Program. A second level includes business and industries who can be included in engagement with the Students. A third level is the community-based organizations and non-profits who can collaborate with the Program to provide civic engagement opportunities for the Students. Once each of these levels of the Community is engaged and can see the positive impact out-of-school program can have on more than just the Student, there will be a solid group of Stakeholders who can come together and help sustain what has been created for their Community.

Each proposed Campus was made aware of the purpose of the Texas ACE grants – to provide the support to build an infrastructure within a Community to support Students and Parents. Zenith Learning will work in collaboration with each proposed Campus and Charter District to begin the sustainability process upon being awarded. The first step was taken during the Needs Assessment Process with the collection of current Partners and Supporters and questions about the Campus experiences with sustaining programs.

Fall 2018

Each proposed Campus and Charter District will provide 2-3 names to be considered for the Grant-Level Advisory Committee who will meet on a quarterly basis starting the first semester of the grant. Site Directors will be charged with identifying 2-3 established committees or groups at the Campus or Community level that align with the vision and mission of the program.

Spring 2019

As the Advisory Committee develops a strong collaborative relationship, the Zenith Learning's Senior Director for Grants and Partnerships will engage the Advisory Committee and the Leadership Team of Zenith Learning in sustainability efforts utilizing a toolkit provided by The Finance Project on a quarterly basis. The first session together will be to highlight the progress and successes of the project to date.

Fall 2019

As part of the sustainability process, the Advisory Committee will begin to engage directly with the Programs in terms of site visits and becoming a champion for their specific Program. Activities will include participation in social media surrounding Lights on Afterschool, an advocacy day led by Afterschool Alliance. Parents at each Center will begin a Leadership Series to prepare them for potential opportunities to participate in the sustainability efforts.

Spring 2019

The Advisory Committee will continue to work through the sustainability process guided by Zenith Learning Staff and design benchmarks for the Center level groups to work towards in preparation for the end of the grant term. Areas of focus include: Vision, Results, Financing Options, Broad Community Support, Champions, Adaptability, Internal Systems, and Sustainability Plan.

This timeline may be modified depending on the awarded grant term: 3 or 5 years.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use **Arial font, no smaller than 10 point.**

The following chart is comprised of information gathered during the Needs Assessment Process. With the Texas ACE grant, each proposed Center will receive a structured comprehensive program managed by Zenith Learning core Program Staff and supplemented with additional services for Students and Parents unique to their own Campus.

Center	Campus	Current Services	Supplemental Services
C1	A+ UP University	Step Club Informal Tutoring Workshop Houston A+ Challenge – Teacher Training Museum of Natural Science – Curriculum	Formal Tutoring Academic Intervention Summer Program STEAM Program Civic Engagement
C2	KIPP Legacy	Dance Soccer Basketball Choir Summer Language Program Art Class	Summer Program STEAM Program Performing Arts Visual Arts ESL for Parents
C3	KIPP NE College Prep	Big Brothers and Big Sisters Informal Tutoring Sports Step Dance Cheer Class	ACT/SAT Preparation Computer Literacy Tennis and Golf Band Drivers Education College and Career Readiness Summer Program
C4	Our Lady of Fatima	Chess Club Piano Volleyball Tutorials Yearbook	Drama Band Formal Tutoring STEAM Program Summer Program Parenting Classes
C5	RYSS ELITE	Formal Tutoring Soccer Dance CISPA – Science Program for Families	Enrichment classes Math Club Chess Club STEAM Program Cooking Financial Literacy
C6	SS Mangum ES	Houston Food Bank – Brighter Bites OneSight – Vision Screening UT School of Nursing – Health Screening Project LEAD the Way – Science Instruction Math and Literacy Nights	Formal Tutoring SEL Program Music Dance STEAM Program Summer Program Family Engagement

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	A+ Unlimited Potential University Campus 3353 Elgin Street, Houston, TX 77004		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101871102				
	Cost per student	\$999.60				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		20	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	KIPP Legacy Preparatory School 9606 Mesa Drive, Houston, TX 77078		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101813111				
	Cost per student	\$999.67				
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		50	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	KIPP Northeast College Preparatory 9606 Mesa Drive, Houston, TX 77078		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101813005				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		25	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Our Lady of Fatima Catholic School 1702 Ninth Street, Galena Park, TX 77547		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	N/A				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):		20	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Raul Yzaguirre Elite Academy 2950 Broadway Street, Houston, TX 77017		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101806102				
	Cost per student	\$1,000				
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		40	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Southwest Schools Mangum Elementary 4518 Mangum Road, Houston, TX 77092		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101838104				
	Cost per student	\$999.58				
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):		40	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Zenith Learning has 8 years' experience providing comprehensive afterschool and enrichment programs for K - 12th grade Students across Texas. Currently, Zenith Learning serves 52 campuses in 13 cities by providing engaging enrichment opportunities to 2,100 school age Students. A robust leadership and management staff provide a strong program for families. The opportunity for Zenith Learning to expand its services in much needed areas of Houston, where its main office is located, provides the ability to evolve as an out-of-school time provider and continuously incorporate best practices and strategies to support working families in new ways.

With the addition of a new Executive Director who has a wealth of experience leading district-operated afterschool and summer programs, Zenith Learning is poised to provide strong leadership and guidance for the proposed Texas ACE programs. On staff, there is also a Senior Director of Grants and Partnerships who has an extensive history of designing, managing, and evaluating federally funded education grants, including previous 21st Century Community Learning Centers in Texas, Oklahoma, and Kansas. Grant funded personnel (Project Director, Family Engagement Specialist, Data Clerk, and campus-based Program Staff) will have the support of the Zenith Learning's Office Manager, Graphic Designer and Web Master, and Administrative Assistant in the daily operations and management of the grant and program. The CEO and Staff Accountant will provide overall fiscal management.

Daily operations will vary slightly for each proposed Center due to location, school hours, and targeted grade levels. Each Center will have an afterschool program that begins upon school dismissal and operates until 6:30 pm (at the latest). (C2) KIPP Legacy and (C3) KIPP NE College Prep will offer half day programming on early dismissal days scheduled 2-3 times each month and have some Saturday programming to meet the minimum 15 hours of operation each week. This is due to their extended school hours that run from 7:00 am to 4:15 pm. Site Directors will report to the Centers at 10 am each day to tend to administrative and grant related duties as well as engage with Students, Staff, Parents and Partners during the school day. Group Leaders will report to work each afternoon on a staggered schedule to assist with preparing materials for each day and be ready to greet Students upon school dismissal. Afternoon snack and structured Homework Time will be facilitated by the Group Leaders, who make up the core Program Staff, to allow for school day Staff to focus on their instructional responsibilities and for any Service Providers to set up for complimentary enrichment classes.

Campus-based Program Staff will be hired, trained, and evaluated by Zenith Learning's grant funded and non-grant funded Supervisory Staff. Upon hire, each employee will receive an Orientation on both Zenith Learning operations and expectation and grant purpose and objectives. Ongoing training will focus on best practices for Youth Development, SEL Strategies, 21st Century Skills and Character Development. Both the daily enrichment curriculum designed by Zenith Learning and the targeted Academic Interventions and Enrichment will work to support the needs of the Students and Parents in the Program. Formative and summative data will be collected for Program Staff to analyze Student progress and satisfaction. Regular meetings at the Center level and Grant level will be held to ensure all grant objectives and milestones are being met.

Success in meeting milestones and outcomes of the grant will be routinely shared with Campus Leaders, Stakeholders, and the Community. Zenith Learning will assist each Center in creating effective communication plans to bring awareness of the positive impact the programs are having on the Community. The marketing efforts will provide the anecdotal and qualitative data to assist with sustainability efforts for the future.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 814246173

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

At the Grant level and Center level, a Continuous Improvement process will be utilized to ensure grant objectives are being met throughout the year. The first step in the process, Needs Assessment, has begun for both Zenith Learning, the applicant, and for the proposed Centers. Upon awarding of the Texas ACE grant, Zenith Learning will meet again with the Campus Leaders or their designee to review the grant requirements, begin planning for daily operations and create individual goals for the year that align with the overarching Texas ACE grant and those set forth in this application.

Each Center will engage in creating a set of SMART Goals specific to their program – both at the planning level and program level. Each goal will reflect the Milestones referenced in Schedule 14 – Management Plan, and include specific activities that need to take place, available resources, a start, and end date, and how they will be measured. Using the Campus Profiles and setting up meetings with Campus Staff, the Project Director and Site Directors can learn more about the assets each Campus can provide and potential Community Partners. Once a comprehensive list of Inputs has been created, the Program Staff can begin to develop Strategies for meeting the grant goals and objectives.

The next step will be to determine the best data collection methods the Centers will use to measure their goals. This will entail meeting with the Campus PEIMS/Data Coordinator to set up processes for collecting school day and testing data, creating Program specific rubrics and surveys, and enrolling Students to take Diagnostic Online Reading Assessments. During monthly meetings, Program Staff will review enrollment and participation of both Students and Parent in addition to the Planning goals. Activity level SMART goals will also be created to assist in monitoring the effectiveness of the intentional designed classes and sessions.

The Data Specialist will support Center Level staff in maintaining clean and accurate data in the TX21st System used by TEA. Monthly checks will ensure attendance is being entered in a timely manner for both Students and Parents.

With each school quarter, Program Staff will meet to focus on measurable progress, Student and Parent feedback, and input from Campus Leaders on how the Program operation and activities are working. If needed, action plans will be created to address any issues that may require significant changes to programming or operations. These quarterly meetings will start off on a bi-weekly basis at the beginning of the school year to address and remedy concerns early. As time passes, the meetings will reduce to monthly, and then quarterly.

At the end of fall semester, time with the Evaluator will be scheduled to share Program accomplishments and ensure all required data is being collected for required reporting. The Evaluator will provide Program Staff timelines and activities that need to be completed throughout the grant term. Periodic assessment of Student progress and reached benchmarks at the Program level will lead to short term and long-term goals being met early on.

At the end of the grant year, Program Staff will provide evidence of exceeding, meeting or not meeting their SMART goals. Reflective conversations will enable Program Staff on how to improve their efforts for the following year. Their changes may only require small adjustments, a significant change in the type of data that needs to be collected, or simply increasing the percentage to be met for the following year.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 814246173		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	X	X
B02	Provide interpreter/translator at program activities	X	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	X
B09	Provide parenting training	<input type="checkbox"/>	X	X
B10	Provide a parent/family center	<input type="checkbox"/>	X	X
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	X	X

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	X	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	X	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
B18	Coordinate with community centers/programs	<input type="checkbox"/>	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	X	X	X
C02	Provide counseling	X	X	X
C03	Conduct home visits by staff	<input type="checkbox"/>	X	X
C04	Provide flexibility in scheduling activities	X	X	X
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	X	X
C06	Provide mentor program	X	X	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	X	X	X
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
C10	Strengthen school/parent compacts	<input type="checkbox"/>	X	X
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	X	X
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	X	X
D02	Provide counseling	X	X	X
D03	Conduct home visits by staff	<input type="checkbox"/>	X	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	X	X
D05	Provide mentor program	X	X	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X
D07	Provide community service programs/activities	X	X	X
D08	Provide comprehensive health education programs	X	X	X
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
D10	Establish school/parent compacts	<input type="checkbox"/>	X	X
D11	Develop/maintain community collaborations	<input type="checkbox"/>	X	X
D12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	X	X
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	X	X
E02	Provide program materials/information in Braille	X	X	X

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	X	X	X
E04	Provide program materials/information in digital/audio formats	X	X	X
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	X	X
E06	Provide training for parents	<input type="checkbox"/>	X	X
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	X	X
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	X	X
F02	Provide interpreters at program activities	X	X	X
F03	Provide captioned video material	X	X	X
F04	Provide program materials and information in visual format	X	X	X
F05	Use communication technology, such as TDD/relay	X	X	X
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	X	X
F07	Provide training for parents	<input type="checkbox"/>	X	X
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	X	X	X
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	X	X
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	X	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	X	X
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	X	X
H03	Provide training for parents	<input type="checkbox"/>	X	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	X	X
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	X	X
K02	Develop and implement a truancy intervention plan	X	X	X
K03	Conduct home visits by staff	<input type="checkbox"/>	X	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	X	X
K05	Provide mentor program	X	X	X
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	X	X
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
K08	Strengthen school/parent compacts	<input type="checkbox"/>	X	X
K09	Develop/maintain community collaborations	<input type="checkbox"/>	X	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	X	X
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	X	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	X	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	X	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	X	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	X	X
M02	Conduct home visits by staff	<input type="checkbox"/>	X	X

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	X	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	X	X
M06	Provide parenting training	<input type="checkbox"/>	X	X
M07	Provide a parent/family center	<input type="checkbox"/>	X	X
M08	Provide program materials/information in home language	X	X	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	X	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	X	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	X	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	X	X
N05	Provide an induction program for new personnel	<input type="checkbox"/>	X	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	X	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	X	X	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
Q03	Conduct program activities in community centers and other neighborhood locations	X	X	X
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 814246173

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
----	---	---	-----------------------------

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2.	Are any private nonprofit schools participating in the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
----	---	---	-----------------------------

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

<input checked="" type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
<input checked="" type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
<input checked="" type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: